UNLV | SCHOOL OF PUBLIC HEALTH

EOH 790: Doctoral Seminar Course Syllabus

Instructor Information

Instructor:

Email:
Office Hours: By Appointment
Phone: Please contact the SPH administrative for contact information.

Course Specifics:
Meeting Time: **Online, Asynchronous**

Course Information

Course Description:

This is an advanced seminar course directed and facilitated by the department Chairs of the School of Public Health. Seminars will be given by faculty members and guest speakers based on their research interest and expertise.

Course Overview:

This is a 3-credit course that will include presentations by invited speakers and/or faculty members, professional develoPMent sessions, and student presentations. The course is intended to help facilitate the develoPMent of students' dissertation research ideas and to contribute to the student's professional develoPMent focusing on skills or professional experience typically not provided in coursework, such as teaching and knowledge translation. Students will write research paper and give research presentation. During the course students will be exposed to and explore current public health research being conducted across the School. Invited speakers will describe current or past research, identify challenges involved in their work, and highlight research conceptualization, approaches, methods, and/or data analysis. The objectives of the doctoral seminar are: 1) to develop specific skills needed in public health careers, including presenting research; 2) to provide students with exposure to faculty and other researchers addressing a wide range of public health topics; and 3) to provide students with professional develoPMent skills and opportunities.

Texts for Course:

Instructor provided material and selected journal article readings will be assigned. *No textbooks are required for this course.* There will be links to useful reprints and related websites where the student will be required to review pertinent materials.

Syllabus is tentative and is subject to change. Syllabus content prevails in the event of any conflict with assignment descriptions or due dates posted on WebCampus.

Course Learning Outcomes (CLOs):

By the end of this course students should be able to successfully achieve the following competencies:

PhD Global and Environmental Health (GEH) Competencies

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD GEH 01).
2. Evaluate the role of environmental and global health in the top challenges facing mankind, including overpopulation, energy, pollution, climate change, and infectious disease, to develop research directions and priorities (PhD GEH 02).
3. Establish skills to communicate research findings to different audiences and sectors (PhD GEH 03).
4. Use environmental and global health research to develop prevention and management strategies and policy recommendations (PhD GEH 04).
5. Acquire, analyze, and interpret environmental health and global health data from field or laboratory investigations (PhD GEH 05).

PhD Epidemiology and Biostatistics (EAB) Competencies

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD EAB 01).
2. Demonstrate excellence in applying the theoretical and problem-solving aspects of public health within epidemiology and biostatistics (PhD EAB 02).
3. Evaluate the natural history and biologic mechanisms of one or more specific diseases or health conditions, including consideration of causation, control & prevention (PhD EAB 03).
4. Appraise how quantitative and qualitative data can be integrated into mixed methods in epidemiologic research and effectively calculate advanced epidemiological measures (PhD EAB 04).
5. Critically evaluate determinants of health and explain predictors and mechanisms of disease or health events (PhD EAB 05).

PhD Social Behavioral Health (SBH) Competencies

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD SBH 01).
2. Demonstrate excellence in applying behavioral theory to solve problems within public health as well as social and behavioral health. (PhD SBH 02).
3. Propose appropriate program plan(s) that facilitate behavior change at an individual, interpersonal, or community level (PhD SBH 03).
4. Plan and implement program evaluations for interventions designed to produce effective, behavioral, and health status changes at an individual, interpersonal, or community level (PhD SBH 04).
5. Engage in interdisciplinary groups to address problems within public health as well as social and behavioral health (PhD SBH 05).

PhD Health Service Management and Policy (HCA) Competencies

1. Design and conduct independent research that generates new knowledge, and is characterized by conceptual and methodological rigor (PhD HCA 01).
2. Demonstrate excellence in applying the theoretical and problem-solving aspects of public health within health care organizations and systems (PhD HCA 02).

3. Apply content specialization to the critical analysis of research literature and the develoPMent of independent research questions in healthcare organizations and systems (PhD HCA 03).
4. Specialize in at least one area of research methods, such as epidemiology, survey design, evaluation, qualitative, or econometrics in studying healthcare issues (PhD HCA 04).
5. Be familiar with large healthcare or public health data sets and the ability to prepare and statistically analyze them (PhD HCA 05).

Grading Basis:

Grades will be determined based on:

- 10% Participation (attendance & participation in class discussions)
- 20% Written reflection papers (clarity and quality of writing)
- 40% Written research paper (clarity of writing &, quality of references); and
- 30 % Oral presentation (quality of presentation & clarity in communication)

Assessment Overviews

Participation and Attendance:

Full participation credit will be given to students who regularly attend and contribute to the weekly discussions. Allowances will be made for students with extenuating circumstances. Classes will start promptly; please be courteous to our invited speakers and join the virtual meeting on time.

Rubric for Classroom Discussion (10 Points):

1. Level of Engagement: Contributes to class discussion by offering quality ideas and asking appropriate questions on a regular basis; effectively identifies and clearly summarizes main points in the assigned reading materials (5 points)
2. Preparedness: Always prepared for class discussion; accurately expresses knowledge pertaining to issues raised during class discussion. (2.5 points)
3. Attitude: Consistently positive, cooperative attitude during class; always supportive of other students' ideas; does not dominate class discussion; and does not exhibit disruptive behaviors in class (2.5 points).

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Reflection Papers:

After earning your PhD, you are most likely to obtain a research position and/or a faculty position. Each student will be required to write 2 short reflection papers. The reflection paper should be limited to 2 pages, typed, double spaced and in a 12-point font using Times New Roman. No references will be required since your reflection papers are based on the presentation slides provided by the instructor and guest speaker.

The topics for the 2 reflection papers are as follows:

- How to successfully apply for NIH training and research grants? Please review the slide presentations on Jan. 21, 2022. First reflection paper is due on March 5, 2022.
- How to win a faculty position? Please listen to and review Dr. Jennifer Pharr's presentation on Feb. 26, 2021. Second reflection paper is due on March 11, 2022.

Rubric for Reflection Papers (10 points for each paper; total points for 2 papers = 20)

1. Content (8 points)
    a. First reflection paper: Identify NIH research training opportunities; understand NIH grants process; identify steps on how to successfully submit NIH training and research grants; what are the attributes of a researcher; discuss the importance of research mentoring and professional networking.
    b. Second reflection paper: Identify the preparation and steps needed in applying for a faculty position; importance of scientific publications; gain experience in teaching; writing CV; interviewing skills and presentation skills.
2. Mechanics and Style (1 point): Correct sentence and paragraph construction; Few errors in spelling, punctuation, grammar, and mechanics; Language clarity, correctness, and economy.
3. Organization (1 point): Information presented in sensible order; Effective transitions link all ideas

Written Research Paper and Oral Presentation:

Each student will be required to write a **research paper** on a topic of major public health significance* and to give a **30-minute oral presentation** of the topic using PowerPoint at the end of the semester. It must be a critical review of the literature on a research topic of interest to the student. The final paper should be 10 to 20 pages long (inclusive of 15 -20 references, APA format), typed, double-spaced and in a 12-point font using Times New Roman.

Rubric for Research Paper (40 points)

1. Introduction (5 points)
    a. Informative, clear, and well referenced background information on the topic
    b. Specific aims of the proposed research study are clearly stated
    c. Explicitly state hypotheses and research question
2. Content (20 points)
    a. Develop a research plan
    b. Significance
        i. Why is this research important?
        ii. Identifies key themes of the literature and links to specific aims
        iii. Critically analyzes existing literature
        iv. Documents a solid theoretical basis for your proposed study

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v. Does your plan flow logically from the literature review and prior studies?

c. Approach
   i. How will each hypothesis be tested?
   ii. Do your measures capture the variables needed to test hypotheses?
   iii. Why did you choose those measures?

3. Conclusion (2.5 points)
   a. Impact of your proposed research study: What is the likelihood for the project to exert a sustained, powerful influence on the research field(s)
4. Mechanics and Style (5 points)
   a. Correct sentence and paragraph construction
   b. Few errors in spelling, punctuation, grammar, and mechanics
   c. Appropriate use of tables and figures
   d. Language clarity, correctness, and economy
   e. Word choice is precise and appropriate for the audience
5. Bibliography (2.5 points)
   a. Complete and correct list of literature cited
   b. Complete and correct citation of references in the text
6. Organization (5 points)
   a. Information presented in sensible order
   b. Effective transitions link all ideas

Rubric for Oral presentation of Research Paper (30 points):

1. Content: Importance of topic, relevance, accuracy of facts, overall treatment of topic (5 points)
2. Organization/Clarity: Appropriate introduction, body, and conclusions; logical ordering of ideas; transitions between major points; correct grammar and usage (5 points)
3. Completeness: Level of detail, depth, appropriate length, adequate background of information (5 points)
4. Documentation: Proper support and sourcing for major ideas, inclusion of visual aids that support message (5 points)
5. Delivery: Adequate volume, appropriate pace, diction, personal appearance, enthusiasm, posture, effective use of visual aids (5 points)
6. Interactions: Adequate eye contact with audience, ability to listen and/or answer questions (5 points)

Please note the following deadlines:

- **Feb. 4, 2022 -** Submit research topic to instructor for approval.
- **Feb. 11, 2022** - Submit an outline of the proposed research to the instructor.
- **March 4, 2022**- Submit first reflection paper on applying for NIH training and research grants.
- **March 11, 2022**- Submit second reflection paper on applying and winning a faculty position.
- **April 22, 2022** - Submit final research paper and PowerPoint presentation by uploading them to Canvas.
- **April 29, 2022 -** Student presentations
- **May 6, 2022 -** Student presentations

***All paper topics must be cleared with the course instructor prior to beginning any research. Please establish your topic as soon as possible. Topics will be assigned on a first come first served basis.**

Grading Scale:

Final grades will be assigned based on the total percentage average at the end of the course, as indicated in the table below. Students must earn at least a B to receive graduate credit for this course.

Letter Grade	% Range
A	95-100%
A-	90-94%
B+	85-89%
B	80-84%
C	75-79%
D	70-74%
F	Below 70%

Additional Considerations:

Accreditation Reports: Assignments completed for this course may be used as evidence of student learning in accreditation reports. Students who do not wish their work to be used for accreditation purposes must inform the course instructor in writing by the end of late registration. Your participation and cooperation are appreciated.

Course Prerequisites: Students enrolled in the doctoral seminar are expected to have completed coursework that provides a broad introduction to public health. The introduction shall be at an appropriate level of complexity and will address the 12 introductory public health (foundational) learning objectives. Therefore, students admitted into our Ph.D. program without an MPH or with an MPH from a non-CEPH accredited program are required to successfully complete EOH 710, Fundamentals of Public Health, where all 12 of the foundational competencies are covered.

UNLV University Policies:

You are also responsible for reviewing and complying with the University policies listed on the document "Syllabi Content" found on the following website: **https://www.unlv.edu/policies/additional**

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor.

Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (Campus Resource Center (CRC) 1st floor, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification and Online Course Requirements

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization. To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the

Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=39&navoid=10666.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments,

provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the

Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available. To learn more or to report an incident, please visit the Office of Equal Employment and Title IX website at https://www.unlv.edu/compliance. Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator. You can also report concerns directly using the online reporting form, at https://cm.maxient.com/reportingform.php?UnivofNevadaLasVegas&layout_id=18, or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the Care Center at https://www.unlv.edu/carecenter or 702-895-0602.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the

Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at https://www.unlv.edu/caps, visiting the YOU@UNLV website at https://you.unlv.edu/, and Early Alert (for graduate students, at https://www.unlv.edu/graduatecollege/academy/early-alert), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudinu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.

Course Schedule (Tentative)

Class format will consist of presentations by invited speakers and discussions. Speakers will be UNLV School of Public Health faculty from the four different tracks: Global and Environmental Health (GEH), Social Behavioral Health (SBH), Epidemiology and Biostatistics (EAB), and Health Service Management and Policy (HCA). In addition to our school faculty, we will also invite guest speakers from other schools in and outside of UNLV. **The seminar topic schedule is subject to change. Any changes to this schedule will be announced in class, and a revised schedule will be posted in Canvas.**

List of Presentations as of Jan. 31, 2022:

Jan. 21, 2022

12-12:45 PM	Introduction to the Course "Fundamentals of the NIH Grant Process" and "Navigating NIH Research Training Programs to Advance Your Career" Francisco S. Sy, MD, DrPH
1-1:45 PM	"Grant Writing for Success" and "NIH Loan Repayment Programs" Francisco S. Sy, MD, DrPH
2-2:45 PM	"Research Misconduct and Integrity" and "Developing and Optimizing your Mentoring Relationships" Francisco S. Sy, MD, DrPH

Jan. 28, 2022

12-12:45 PM	"Utilizing a Community Based Participatory Research Approach to COVID-19 Education and Outreach in At-Risk Populations" Erika Marquez, PhD
1-1:45 PM	"Life Beyond the Ph.D.: Postdoctoral Fellowships & Funding Opportunities Outside of the Federal Grant Funding Mechanism". Kate Ksobiech, Ph.D.

2-2:45 PM	"Patient engagement functionalities and relationship to Quality of care". Soumya Upadhyay, Ph.D. Assistant Professor, HCAP
Feb. 4, 2022	**Deadline: Submission of research topic to instructor for approval**
12-12:45 PM	"Utlizing multi-theory model (MTM) of health behavior change in health behavior research". Manoj Sharma, Ph.D.
1-1:45 PM	"Hospitalists: Trend, Fad, or Fashion" Josue Epane, PhD
2-2:45 PM	TBA
Feb. 11, 2022	**Deadline: Submission of outline of the proposed research to the instructor for approval**
12-12:45 PM	"Disparities in healthcare utilization - behavioral and cultural factors". Yonsu Kim, Ph.D., Asst. Professor, HCAP
1-1:45 PM	TBA
2-2:45 PM	"Using Hospital Discharge Records for Characterizing Patients and Analyzing Trends in West Nile Virus Cases in Nevada for 2013-2017" Chad Cross, PhD
Feb. 18, 2022	
12-12:45 PM	Impact of COVID-19 linked suspension of elective medical procedures on employment in healthcare labor markets". Neeraj Bhandari, PhD, Asst. Professor, HCAP
1-1:45 PM	TBA

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2-2:45 PM	TBA
Feb. 25, 2022	
12-12:45 PM	"Advancing collection of sexual orientation and gender identity data in public health research". Jason Flatt, Ph.D., Asst. Professor, EOH
1-1:45 PM	"Characteristics, Caregiving Experiences, and Health of Sexual and Gender Minority Caregivers of People With Alzheimer's Disease and Related Dementias". Krystal Little, Ph.D. Doctoral Fellow, EOH
2-2:45 PM	"Infection Prevention: from a requirement to a hospital essential" David Woodard, MS, CIC, FSHEA
March 4, 2022	**Deadline: Submission of first reflection paper on applying for a successful NIH training and research grant**
12-12:45 PM	"Assessing the effects of COVID 19 hospitalizations on other health conditions in Nevada hospitals". Chris Cochran, Ph.D.
1-1:45 PM	"The Impact of School Gardens in the Clark County School District" Sabina Malik, PhD
2-2:45 PM	"Developing AI Models to generate reporting for the Cardiff violence prevention program". Chris Papesh, MBA, HCAP
March 11, 2022	**Deadline: Submission of second reflection paper on applying & winning a faculty position**
12-12:45 PM	"Colorectal Cancer Epidemiology". Karen Callahan, Ph.D.

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1-1:45 PM	"Risk and protective factors of substance related negative consequences for drugs other than alcohol". Tim Grigsby, Ph.D., Asst. Professor, EOH
2-2:45 PM	"Seniors and Sexual Health: A profile of older adults in Nevada" Amanda Morgan, DHS, PhD
March 18, 2022	**No Classes (Spring Break)**
March 25, 2022	
12-12:45 PM	"Access to care and emotional distress among volunerable populations due to the COVID-19 pandemic " Jay Shen, Ph.D., Associate Dean, SPH
1-1:45 PM	"Changes in metabolic syndrome status and the risk of pancreatobiliary cancers". Dr. Jung Yong Hong and Dr. Joo-Hyun Park. Visiting Scholars, Seoul South Korea
2-2:45 PM	"Adverse Childhood Experiences (ACEs) and Health Over the Life Course: Implications for Public Health Practice and the Health Care System" Michelle Sotero, PhD
April 1, 2022	
12-12:45 PM	"Machine Learning for Fracture Prediction". Qing Wu, Ph.D., Professor EAB
1-1:45 PM	"Active Transportation", Tim Bungum, Ph.D.
2-2:45 PM	"Testing the feasibility of a mindfulness- and acceptance-based smartphone-app intervention for PTSD: An intervention study" Andrew Thomas Reyes, PhD, UNLV School of Nursing

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April 8, 2022

12-12:45 PM	"How to win a faculty position". Jennifer Pharr, PhD, Associate Professor, EOH
1-1:45 PM	"Connecting health and the built environment". Courtney Coughenour, Ph.D., Associate Professor, EOH
2-2:45 PM	"Heart disease among Adult Nevadans" Sheniz Moonie, PhD

April 15, 2022

12-12:45 PM	"The COVID-19 Response in Nevada: Public Health, Politics, and Policy". Brian Labus, Ph.D., Assistant Professor, EAB
1-1:45 PM	"Using Gubernatorial Executive Orders & Actions in Hurricane Response". Max Gakh, JD, Associate Professor, EOH
2-2:45 PM	"Air Quality Research in Las Vegas using Low-Cost Sensors". Lung-Wen Antony Chen, PhD, Associate Professor, EOH.

April 22, 2022	**Deadline: Submission of final research paper and PowerPoint presentation by uploading them to Canvas**
12-12:45 PM	"Childhood polybrominated diphenyl ether (PBDE) exposure and Neurobehavior in children at 8 years." Ann Vuong, DrPH, Asst. Professor, EAB
1-1:45 PM	Monitoring the Nurturing Care Environment for Early Childhood DeveloPMent "Sampling and Analysis of Airborne Microorganisms" Gabriela Buccini, Ph.D., Assistant Professor, EOH

Syllabus is tentative and is subject to change. Syllabus content prevails in the event of any conflict with assignment descriptions or due dates posted on WebCampus.

2-2:45 PM	**"**Novel statistical method for variable condensation". Lung-Chang Chien, Ph. D., Asst. Professor, EAB
April 30, 2022	**Student Presentations (5 students)**
May 7, 2022	**Student Presentations (5 students)**

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